



## DALBY STATE SCHOOL – 2018 ANNUAL IMPLEMENTATION PLAN (AIP)



### 2018 Core Priorities: School Improvement Agenda

#### LITERACY (Reading Focus)

By the end of 2018, 78 % of students from Prep – Year 6 will receive a “C” or above in English for Semester 1 & 2.

By the end of 2018 75 % of students will achieve PM at or above regional benchmark by the end of the year.

*By the end of April, leading up to NAPLAN, 97% of students in Year 3 and 96% of students in Yr 5 will reach NMS in Reading.*

*By the end of April, leading up to NAPLAN, 34% of Year 3 students and 26% of Year 5 will reach Upper 2 bands in Reading.*

#### NUMERACY

- By the end of 2018, 84% of students from Prep – Year 6 will receive a “C” or above for Maths in Semester 1 & 2

#### ATTENDANCE

By the end of 2018, we will work towards meeting our attendance target of 94%

### CORE PRIORITY: Literacy – (Reading Focus)

NAPLAN & Academic data

- *By the end of April, leading up to NAPLAN, 97% of students in Year 3 and 96% of students in Yr 5 will reach NMS in Reading.*
- *By the end of April, leading up to NAPLAN, 34% of Year 3 students and 26% of Year 5 will reach Upper 2 bands in Reading.*
- *By the end of 2018 75 % of students will achieve PM at or above regional benchmark by the end of the year.*
- *By the end of 2018, 78 % of students from Prep – Year 6 will receive a “C” or above in English for Semester 1 & 2.*

Action Area 1: CURRICULUM, TEACHING AND LEARNING	LEADER/S	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>• Increase teacher repertoire of effective strategies for teaching reading, specifically comprehension using the literacy continuum</li> </ul>	Master Teacher		✓	✓	
<ul style="list-style-type: none"> <li>• Prepare Upper 2 Band students to excel in literacy by extending students in the classroom by using digital technology and IMPACT</li> </ul>	HOSES & Tech Ambassador	✓	✓		

<ul style="list-style-type: none"> <li>Intently focusing on English planning, examining Guide to Making Judgement/Achievement Standards and backward map “Success Criteria” and “Learning Intents” of units of work.</li> </ul>	Principal, DP, Master Teacher, HOSES, Cohort coordinators	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Improve teacher capabilities, including pedagogical practice, data analysis, through professional development and focused feedback to achieve improved student outcomes in literacy (Reading Focus)</li> </ul>	Principal/Deputy Principal, HOSES and Master Teacher		✓		
<ul style="list-style-type: none"> <li>Enhance the use of ICT/digital technology for the teaching of literacy across all Key Learning Areas</li> </ul>	Tech Ambassador & DP	✓	✓	✓	✓
<b>Action Area 2: SCHOOL ORGANISATION, ETHOS AND CULTURE</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Create Professional Learning Communities across cohorts to improve literacy/reading from Prep – Year 6 through cohort meetings, led by cohort coordinators, line managed by Strategic Leaders</li> </ul>	Strategic leaders & cohort coordinators	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Work with Edith Cowan University to refine and implement our Letters and Sounds program in Prep (oral language/phonological/phonemic)</li> </ul>	Master Teacher/SLP HOSES/SLP, SLAN, Prep cohort coordinator.	✓	✓	✓	
<ul style="list-style-type: none"> <li>Implementing Read-it-again to Prep students through the work of the Master Teacher and SLP.</li> </ul>	Master teacher, SLP & Prep teachers	✓	✓		
<b>Action Area 3: PARTNERSHIPS AND SERVICES</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Provide education for parents of Pre-Prep to Year 6, to support the development of oral language and early literacy at home supported by our Speech Pathologist</li> </ul>	SLP, Master Teacher, HOSES & SLAN	✓	✓	✓	✓

## CORE PRIORITY: Numeracy

### Academic Data

- By the end of 2018, 84% of students from Prep – Year 6 will receive a “C” or above for Maths in Semester 1 & 2

<b>Action Area 1: CURRICULUM, TEACHING &amp; LEARNING</b>	<b>LEAD BY</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Identify vertical alignment of the curriculum from Prep to Year 6 (Elaborations and Achievement standards)</li> </ul>	DP, Master Teacher	✓	✓		
<ul style="list-style-type: none"> <li>Intently focusing on Maths planning, examining Guide to Making Judgement/Achievement Standards and backward map “Success Criteria” and “Learning Intents” (warm ups) of units of work</li> </ul>	Principal, DP, Master Teacher, HOSES & Cohort co-ordinator	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Identify terminology/vocab specific to numeracy and vertically track this through Prep to Year 6 – have as evident in classroom and planning documents</li> </ul>	DP, Master Teacher, HOSES & Cohort co-ordinator	✓	✓		

<ul style="list-style-type: none"> <li>Enhance the use of ICT/digital technology for the teaching of numeracy across all Key Learning Areas.</li> </ul>	Tech Ambassador & DP	✓	✓	✓	✓	
<b>Action Area 2: SCHOOL ORGANISATION, ETHOS AND CULTURE</b>		<b>LEAD BY</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Create Professional Learning Communities across cohorts to improve Numeracy (focussing on number) from Prep – Year 6 through cohort meetings, led by cohort coordinators, line managed by Strategic Leaders</li> </ul>	DP, Master Teacher, Tech Ambassador, Cohort Coordinators	✓	✓			
<ul style="list-style-type: none"> <li>Establishing a mentoring, observation, feedback and coaching schedule for all teachers to enhance the teaching of Maths in the classroom and Numeracy across all KLAs.</li> </ul>	Principal, DP, Master Teacher, Cohort Coordinators	✓	✓			
<ul style="list-style-type: none"> <li>Improve teacher capabilities, including pedagogical practice, data analysis, through professional development and focussed feedback to achieve improved student outcomes in Maths/Numeracy</li> </ul>	Principal, Master Teacher & DP			✓	✓	
<b>Action Area 3: PARTNERSHIPS AND SERVICES</b>		<b>LEAD BY</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Provide education for parents of Pre-prep to Year 6, to distinguish the difference between Numeracy and Mathematics and encourage their involvement</li> </ul>	Principal, DP, Master Teacher & HOSES		✓	✓	✓	
<ul style="list-style-type: none"> <li>Discuss the parent role in supporting students with Maths/Numeracy at home.</li> </ul>	Principal, DP, Master Teacher & HOSES, Tech Ambassador		✓	✓	✓	

### CORE PRIORITY: Attendance

- Our attendance target for 2018 will continue to be 94%.

<b>Action Area 1: CURRICULUM, TEACHING &amp; LEARNING</b>		<b>LEAD BY</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Continue the tracking of student attendance by teachers, year level cohort co-ordinators and strategic leaders.</li> </ul>	Cohort Coordinators, Strategic Leaders	✓	✓	✓	✓	
<ul style="list-style-type: none"> <li>Attendance team will continue to track and monitor attendance, reporting back to teaching and administration</li> </ul>	DP, Master Teacher, HOSES	✓	✓	✓	✓	
<ul style="list-style-type: none"> <li>Attendance Service Commitment policy and expectations in enrolment pack to promote 94% target</li> </ul>	DP, Master Teacher, HOSES & Learning and Achieving Team	✓	✓			

Action Area 2: SCHOOL ORGANISATION, ETHOS AND CULTURE	LEAD BY	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>Develop whole school and cohort strategies to improve attendance.</li> </ul>	Strategic Leaders, Cohort Coordinators	✓	✓		
Action Area 3: PARTNERSHIPS AND SERVICES	LEAD BY	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>Continue to work with school community on the importance of attendance and its alignment to student academic success.</li> </ul>	Principal	✓	✓	✓	
<ul style="list-style-type: none"> <li>Liaise with re-engagement hub</li> </ul>	DP, HOSES	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Develop partnership with community agencies to support attendance of all students (Indigenous and non- Indigenous)</li> </ul>	Principal, HOSES, Indigenous Teacher	✓	✓	✓	

### ONGOING PRIORITIES: Behaviour & Effort

- By the end of 2018, 94 % of students will receive a “C” and above for behaviour in Semester 1 & 2
- By the end of 2018, 97% of students will receive a “C” or above for Effort in Semester 1 & 2.

ONGOING PRIORITIES	LEAD BY	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>Continue to implement data discussion at a school and class level by using the “Putting Faces on the data” processes through the work of Lyn Sharratt.</li> </ul>	Strategic Leaders, Cohort Coordinators	✓	✓	✓	
<ul style="list-style-type: none"> <li>Understand the importance of “knowing your students” and power of positive relationship building with students and parents through Age Appropriate Pedagogy, iAIM initiative, digital pedagogy and elective subjects (Music, Art, LOTE and PE).</li> </ul>	HOSES, DP, Master Teacher and Tech Ambassador		✓	✓	
<ul style="list-style-type: none"> <li>Ongoing implementation of Positive Behaviour of Learning Framework &amp; acknowledging the importance of effort</li> </ul>	DP & PBL team		✓	✓	
<ul style="list-style-type: none"> <li>Continue to case manage students with at risk behaviour.</li> </ul>	Strategic Leaders, cohort coordinators & Learning and Achievement team	✓	✓	✓	✓

## Key Recommendations from 2015 School Review

### Sharpen the narrow improvement agenda by collaboratively developing and aligning appropriate targets, timelines, resourcing and professional development for all school personnel to embed consistent practice across the school

<b>An explicit improvement agenda</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Regular collaborative review of Explicit Instruction Agenda progress using quantitative and qualitative data. Barriers to progress are addressed and initiatives evaluated</li> </ul>	Master Teacher & DP			✓	✓
<ul style="list-style-type: none"> <li>Implement a Service Delivery Commitment to ensure that every child at Dalby SS can succeed.</li> </ul>	HOSES, Principal & Learning Achievement Team		✓	✓	
<b>Analysis and discussion of data</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Establish and monitor time and resources allocated to facilitate in- depth data discussion and analysis during cohort meetings</li> </ul>	Strategic Leaders	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Early and ongoing diagnostic and achievement data used to identify and monitor individual learning needs and develop targeted interventions for students, including absences/disengagement data during staff meetings.</li> </ul>	HOSES & Learning and Achievement Team	✓	✓	✓	✓
<b>Develop and implement a systematic coaching, observation and feedback culture to embed consistent practice in Explicit Instruction and the Dalby State School way of teaching reading from Prep to Year 6</b>					
<b>A culture that promotes learning</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Focus on unpacking the Professional Standards for teachers – developing professional knowledge, develop professional practice and develop professional engagement, improving teaching quality and delivery. This is to occur on student free days and be included in beginning teacher program</li> </ul>	Principal, DP & Master Teacher, HOSES, BSM & Tech Ambassador		✓	✓	
<ul style="list-style-type: none"> <li>Implement and ensure Developing Performance Plan meetings occur – teacher, teacher aide, office, cleaners and grounds – 3 meetings to occur throughout the year with line manager</li> </ul>	Strategic Leaders		✓	✓	✓
<ul style="list-style-type: none"> <li>Implement DPP meeting with all staff in a substantive position with Principal. Staff to access plans on- line and to complete phases on- line</li> </ul>	Principal, Strategic Leaders		✓	✓	✓

<ul style="list-style-type: none"> <li>Establish a workforce plan for the next 4 years</li> </ul>	Principal, Business Manager		✓	✓	
<b>Targeted use of school resources</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Establish and monitor time and resources allocated to facilities: in-depth data discussion of analysis (the use of Early Start, PAT R, PM, Literacy Continuum and Semester Reports)</li> </ul>	Principal, Cohort Coordinators	✓	✓	✓	✓
<b>Purposely adapt the current Australian Curriculum units to more appropriately meet local needs with a priority focus on English for Prep to Year 6 and share the curriculum plan with the school community</b>					
<b>An expert teaching team</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Develop and implement a systematic coaching, observation and feedback culture to embed consistent practice in Explicit Instruction and the Dalby State School way of teaching literacy including reading and numeracy from Prep to Year 6</li> </ul>	Principal, Master Teacher	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Instructional coaches for Letters and Sounds project. Work collaboratively across schools. Line Management Meetings twice term</li> </ul>	Master Teacher/HOSES/SLP/ Prep cohort coordinator		✓	✓	
<ul style="list-style-type: none"> <li>Coaching, Mentoring and Feedback is seen as a valued asset at Dalby State School. Appropriate time (length and focus) to be allocated and maintained across the year for continual professional growth of staff and team morale. <u>Feedback:</u> <ul style="list-style-type: none"> <li>All staff encouraged to participate in feedback conversations through the learning walks</li> <li>Vignettes recorded and stored on the intranet</li> </ul> </li> </ul>	Principal, DP, Master Teacher and HOSES		✓	✓	✓
<ul style="list-style-type: none"> <li>Teacher observation to continue with cohorts and beginning teachers</li> </ul>	Master Teacher	✓	✓	✓	
<b>Systemic curriculum delivery - <u>To continue the implementation of the Australian Curriculum</u></b> <b>Ongoing from 2016</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Creation of Learning Intent and Success Criteria by teachers (Maths, English, Science)</li> </ul>	Strategic Leaders, Cohort Coordinators	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Upskilling of staff in regard to individual curriculum plans</li> </ul>	HOSES	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Until Australian Curriculum KLA/Subjects have been introduced, teachers will need to plan and teach appropriate Queensland curriculum units.</li> </ul>	Master Teacher	✓	✓	✓	✓

<ul style="list-style-type: none"> <li>Consider vertical alignment (all key learning areas) – teachers knowing the curriculum vertically as well as horizontally Teachers gain a sound understanding of the components of the curriculum – elaboration, achievement standards etc...</li> </ul>	Master Teacher, DP	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Teachers have a solid understanding of the use of ICT in all Key Learning Areas. They also have a good understanding of the Digital and Design Technology curriculum.</li> </ul>	Tech Ambassador	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Conduct an annual review of the Pedagogy Framework</li> </ul>	Principal			✓	✓

**Build and sustain the school capacity to effectively differentiate to meet the needs of the full range of students at the school**

<b>Differentiated teaching and learning</b> <i><u>Build and sustain the school capacity to effectively differentiate to meet the needs of the full range of students at the school.</u></i>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Differentiation viewed as core business where school and classroom are both responsive to the diverse needs of all students to enable their engagement with the curriculum – Putting Faces on the Data</li> </ul>	HOSES, Cohort Coordinators		✓	✓	✓
<ul style="list-style-type: none"> <li>Continue Music Program of Excellence – Prep – Year 1 Choir, Junior, Senior Choir and Rugby League Program of Excellence – identifying/tracking/implementing support programs to extend student learning, focusing specifically on higher order thinking and multi- intelligence. Extend students demonstrating high levels of achievement in literacy and numeracy through Impact, Coding, Robotics and OptiMinds, STEM.</li> </ul>	DP, Master Teacher, HOSES and Tech Ambassador	✓	✓	✓	
<b>Effective pedagogical practices</b>	<b>LEADER/S</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<ul style="list-style-type: none"> <li>Continue with Active Participation <ul style="list-style-type: none"> <li>- Focus on Vocabulary instructions</li> <li>- Mapping vertically, aligning across Australian Curriculum</li> <li>- Modelling, observations, pre-test, post-test, filming of vignettes of best practice of literacy (Guided Reading)</li> </ul> </li> </ul>	Principal, DP, Master Teacher & HOSES		✓	✓	✓

**Review and make explicit the roles and responsibilities of school leaders, key personnel and staff in leading the current school improvement focus on reading, behaviour and attendance and from staff review/feedback for 2018/9 – Literacy [ including Reading, Numeracy and Attendance]**

School and community partnerships	LEADER/S	TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>Continue with Indigenous playgroup, Lift Playgroup, Lift Off</li> </ul>	HOSES/ SLAN		✓	✓	✓
<ul style="list-style-type: none"> <li>Strong working relationship with Goondir /PCYC/Dalby Police and create strong partnerships with Kindergartens and Early Learning Centres</li> </ul>	HOSES, Principal, SLAN, Prep Teachers			✓	✓
<ul style="list-style-type: none"> <li>Implement the next 5 year grounds and facilities plan by working collaboratively with P&amp;C, School Council and other stakeholders</li> </ul>	Principal/Business Manager/ DP/P&C President		✓	✓	
<ul style="list-style-type: none"> <li>Further strengthen transition programs with early childhood providers</li> </ul>	HOSES/ SLAN/Prep teachers			✓	✓
<ul style="list-style-type: none"> <li>Narrow and sharp focus on effective extra- curricular program and how this is managed and by whom</li> </ul>	Principal/DP/Master Teacher/HOSES			✓	✓
<ul style="list-style-type: none"> <li>Learning Fairs to occur enabling parents to visit classrooms and parent workshops to occur</li> </ul>	DP/Master Teacher/HOSES/ Cohort Coordinator	✓	✓	✓	✓

Principal:



Ms Mona Anau

Date: 13.03.2018

Assistant Regional Director:



Ms Sevil Aldas

Date: 19.03.2018

School Council Chair:



Mr Todd Summerville

Date: 20.03.2018